



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

The Direct Method in Modern Languages. (Contributions to Methods and Didactics in Modern Languages.) By CARL A. KRAUSE, PH.D. New York: Scribner, 1916. Pp. 139. Cloth, \$0.75.

This latest volume by Dr. Krause, fittingly dedicated to Dr. Max Walter, is a collection of ten addresses, articles, and bibliographies, nine of which have previously appeared in the *Educational Review* and *Monatshefte für deutsche Sprache und Pädagogik*. The book comprises the following chapters: (i) "The Teaching of Modern Languages in German Secondary Schools" (a report to Superintendent William H. Maxwell on the author's observations in Germany); (ii) "What Prominence Is to be Assigned to the Work in Speaking the Foreign Language?" (iii) discussion on "Present Conditions and the Direct Method"; (iv) "Some Remarks on the Regent's Examinations in German"; (v) "The Teaching of German by the Direct Method"; (vi) "The Trend of Modern Language Instruction in the United States"; (vii) "Suggestions for Teaching Walter-Krause's Beginners' German"; (viii) "Why the Direct Method for a Modern Language?" (ix and x) "Articles on Modern Language Methodology in America for 1912, 1913, and 1914," to bring down to date the bibliography of C. H. Haudschin in his *Teaching of Modern Languages in the United States* (Bulletin of the U.S. Bureau of Education, 1913, No. 3).

Most of the papers of this symposium were first read before educational associations. Their origin extends over the years 1908 to 1915. It is therefore natural to expect some repetitions of salient points. But this by no means detracts from the value of the book, which, in the words of a prominent modern-language man, is "a sane, explicit, and forceful exposition of the underlying principles of the direct method" and "a veritable compendium of hints and suggestions as to the method of procedure in the classroom."

The book emphasizes, among other things, the following important points: (1) the relatively large amount of time allotted to modern languages in German secondary schools (especially in *Oberrealschule*) and the marvelous results achieved; (2) the inadequacy of our entrance examinations, with special reference to the New York State Regents' Examinations in German; more prominence should be given to oral facility, and an opportunity for originality ought to be afforded; (3) the need of better-prepared teachers: respectable living salaries should be paid to induce better men to go into teaching; (4) speaking the foreign language not an end in itself, but as a necessary prerequisite to correct writing and intelligent reading and understanding; "Power to use is the measure of efficiency in modern languages";

(5) the combination of the objective and the psychological (Gouin) methods as best adapted to our older pupils; (6) the trend in modern-language instruction is toward the direct method; this is strongly borne out by the articles enumerated in the bibliographies; (7) the importance of acquiring a good pronunciation, a good working vocabulary, and a working grammar; (8) real reading ability as the aim of modern-language instruction; the facts should be truly representative of foreign life; (9) the work must be slow and thorough in the beginning; "Too hasty striving after the classics is an abomination."

In the state of New York a great deal of progress has been made, and Dr. Krause takes a cheerful outlook upon the future. He is very (perhaps too?) optimistic about the achievements of modern-language teaching. With better-prepared teachers the standards will undoubtedly be raised. But without a seriousness of purpose on the part of the student the best results cannot be obtained. Let us hope that the knowledge of the close correlation between good work in school and success in life will also furnish an incentive for better work in modern language.

In conclusion, the book ought to be in the hands of every progressive language-teacher.

WILLIAM F. LUEBKE

STATE UNIVERSITY OF IOWA

Educational Measurements. By DANIEL STARCH. New York: Macmillan, 1916.

A critical and impartial digest of the available literature on educational measurements is sorely needed. Interest in this movement is so spontaneous and widespread, and the development of new measuring devices so rapid, that the average reader of educational journals gets but a fragmentary idea of the field.

Educational Measurements, by Professor Starch, of the University of Wisconsin, is the first book, so far as I am aware, that has been written to meet this new demand.

The author explains in his introduction: "It is undoubtedly premature to write a book at this time on educational measurements, because most of the measurements, are in an experimental stage." However, Professor Starch makes an attempt and must be judged accordingly. The reader unfamiliar with the literature of this field, will welcome the volume. To those who have kept abreast of the developments in standard scales and tests in education, the book will probably prove both a surprise and a disappointment; a surprise because the author has overlooked so much of the material available that should be digested in such a book, and a disappointment because so many of the tests included are extremely amateurish, while others upon the same subjects of proved value are not even mentioned.